

**THE EFFECT OF COLLABORATIVE STRATEGIC READING
(CSR) AND ACADEMIC SELF-CONCEPT ON THE
STUDENTS' READING COMPREHENSION AT
SEMESTER III OF ENGLISH DEPARTMENT
OF STKIP NIAS SELATAN**

THESIS



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to obtain a degree of Master of Education*

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ABSTRAK

Zagoto, Impiani, 2016. Dampak *Collaborative Strategic Reading (CSR)* dan Konsep Diri Akademik terhadap Pemahaman Membaca Mahasiswa pada Semester III Jurusan Bahasa Inggris STKIP Nias Selatan. Tesis. Program Pascasarjana, Universitas Negeri Padang.

Pentingnya strategi pemahaman membaca dalam hal ini *Collaborative Strategic Reading (CSR)* dan konsep diri akademik siswa sebagai faktor yang mempengaruhi pemahaman membaca siswa melatarbelakangi penelitian ini. Sehubungan dengan itu, penelitian ini bertujuan untuk menguji dampak *Collaborative Strategic Reading (CSR)* dan konsep diri akademik terhadap pemahaman membaca mahasiswa. Penelitian ini merupakan penelitian eksperimen dengan rancangan kuasi dan faktorial 2×2 . Penelitian ini dilakukan pada semester III jurusan bahasa Inggris STKIP Nias Selatan. Populasi penelitian ini adalah mahasiswa semester III jurusan bahasa Inggris STKIP Nias Selatan pada tahun akademik 2015/2016 yang terdiri dari 3 kelas (63 mahasiswa). Sampel penelitian dipilih dengan menggunakan teknik *cluster random sampling*. Sampel penelitian adalah kelas 3A sebagai kelas eksperimen yang terdiri dari 21 mahasiswa dan kelas 3B sebagai kelas control yang terdiri dari 22 mahasiswa. Tes pemahaman membaca dan angket konsep diri akademik digunakan untuk mengumpulkan data penelitian. Data penelitian dianalisa dengan menggunakan uji Chi-Square untuk normalitas, tes varian untuk menguji homogenitas, t-test dan ANOVA untuk menguji hipotesis. Temuan penelitian menunjukkan bahwa: (1) *Collaborative Strategic Reading* menghasilkan pemahaman membaca mahasiswa yang lebih baik daripada *Discussion Strategy*; (2) *Collaborative Strategic Reading* menghasilkan pemahaman membaca mahasiswa dengan konsep diri akademik tinggi lebih baik daripada *Discussion Strategy*; (3) *Collaborative Strategic Reading* menghasilkan pemahaman membaca mahasiswa dengan konsep diri akademik rendah lebih baik daripada *Discussion Strategy*; (4) tidak terdapat interaksi yang signifikan antara strategi pembelajaran dengan konsep diri akademik terhadap pemahaman membaca mahasiswa. Berdasarkan hasil penelitian tersebut, maka dapat disimpulkan bahwa *Collaborative Strategic Reading (CSR)* merupakan strategi pembelajaran yang lebih efektif untuk pemahaman membaca mahasiswa dibandingkan dengan *Discussion Strategy*.

ABSTRACT

Zagoto, Impiani. 2016. The Effect of Collaborative Strategic Reading (CSR) and Academic Self-Concept on the Students' Reading Comprehension at Semester III of English Department of STKIP Nias Selatan. Thesis. Graduate Program. Universitas Negeri Padang.

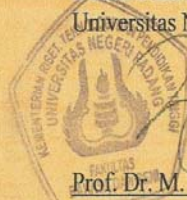
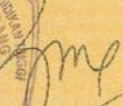
The importance of reading comprehension strategy – Collaborative Strategic Reading (CSR) and students' academic self-concept as the factors that influence students' reading comprehension serves the background of this research. In line with the background, this research was aimed at testing the effect of Collaborative Strategic Reading (CSR) and Academic Self-Concept on the students' reading comprehension. This research was a kind of experimental research with quasi and 2x2 factorial designs. It was conducted at semester III of English Department of STKIP Nias Selatan. The students of semester III academic year 2015/2016 were the population of this research which consisted of 3 classes (63 students). The sample was chosen by using cluster random sampling strategy. The sample was 3A as experimental class (21 students) and 3B as control class (21 students). The reading comprehension test and questionnaire of academic self-concept were used to collect the data of the research. The data were analyzed by using Chi-square test for normality testing, variance test for homogeneity testing, t-test and ANOVA for hypotheses testing. The result of data analysis showed that; (1) Collaborative Strategic Reading produced better reading comprehension of students than discussion; (2) Collaborative Strategic Reading produced better reading comprehension of students with high academic self-concept than discussion; (3) Collaborative Strategic Reading produced better reading comprehension of students with low academic self-concept than discussion; (4) there was no interaction between strategies and academic self-concept to students' reading comprehension. Based on the finding, it is concluded that Collaborative Strategic Reading is an effective strategy for students' reading comprehension compared to discussion.

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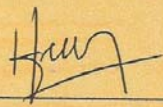
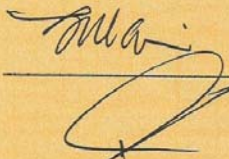
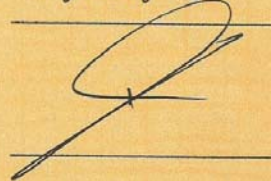
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is the process of problem solving in which the readers make an effort to comprehend meaning not only from words but also from ideas, information, claims, and arguments in a text. It is a complex skill requiring the coordination of a number of interrelated sources of information. Moreover, reading is defined as a process of constructing meaning of a text. In the process of constructing the meaning, a dynamic interaction among reader's existing knowledge, the information suggested by the text being read and the context of reading situation are highly important. Klingner (2007:2) states that reading comprehension is the process of constructing meaning by coordinating a number of complex processes including word reading, word and world knowledge, and fluency. In other words, in comprehending the text, the ability in interpreting the words, understanding the meaning and the relationship between ideas conveyed in a text are needed because it is a complex cognitive process involving the intentional interaction between reader and text to extract meaning.

Realizing the importance of reading comprehension, it is considered to be taught to the students. At STKIP Nias Selatan curriculum, reading is one of courses taught from 2nd semester to 4th semester. This indicates that reading is highly important for the students. At the end of the course, the students are expected to be able to comprehend a passage of the text.

Unfortunately, the expectation of the curriculum of STKIP Nias Selatan has not been achieved. When the students are given reading task, they still have difficulties in comprehending the written texts. The problem faced by students is assumed that they have lack prior knowledge. Another problem is that the students find it difficult to determine the main idea of a paragraph. They also get difficulty in making inference of the text they read.

Furthermore, in teaching reading comprehension, the strategy used is grouping the students to discuss the answers of the questions related to the text. At the end, lecturer and students discuss the answers together. In other words, the discussion strategy is used to teach the reading comprehension to the students. This strategy is admitted appropriate to the students since they are university students. Besides, the discussion helps the students to express their opinion to their group members and builds up the good interaction among students.

Since the strategy used is considered as one of the factors that influences the students' comprehension on text, there is a strategy for better comprehension developed by Klinger and Vaughn (1996, 1998) which contains some strategies for improving reading comprehension namely Collaborative Strategic Reading (CSR). Collaborative Strategic Reading (CSR) is a reading comprehension strategy that teaches students to use comprehension strategies while working cooperatively. CSR consists of four comprehension strategies that students apply before, during, and after reading in small cooperative groups. These reading strategies are: (a) preview (before

reading), (b) click and clunk (during reading), (c) get the gist (during reading), and (d) wrap up (after reading).

In the use those strategies, the students' background knowledge about the topic is activated, and the students are helped to make predictions about what they will learn with purpose to motivate students' interest in the topic and to engage them in active reading from the onset. Then, the students monitor their reading comprehension and identify when they have breakdowns in understanding. The students' understanding and memory of what they have learned are improved by restating in their own words the most important point as a way of making sure they have understood what they have read. By formulating questions and answers about what they have learned and by reviewing key ideas, the students' knowledge, understanding, and memory of what was read will be improved.

According to Bremer, Vaughn, Clapper, and Kim (2002), students will have some benefit in the use of CSR strategies. Students benefit by developing skills enabling them to better understand the material in their reading assignments. An additional benefit is the development of skills related to working in groups. Thus, in the use of CSR, once students have learned the four strategies (preview, click and clunk, get the gist, and wrap up) and have developed proficiency applying them in teacher-led activities, they are ready to apply CSR in their peer-led cooperative learning groups.

In addition, another factor which influences the students' comprehension needs to be considered because the students' competence in comprehending the text is not only affected by the strategy used. One of the

factors is reader's academic self-concept. Academic self-concept is an individual's perception of his or her level of competence or ability within the academic realm. In reading, Chapman and Tunmer (1997: 280) defined self-concept as the combination of three interrelated components are perceptions of competence in performing reading tasks, perceptions that reading activities are generally easy or difficult, and attitudes felt towards reading. This conceptualization of reading self-concept incorporates the key aspects of self-concept, self-efficacy and reading motivation. The readers who perceive themselves to be good readers usually read more frequently and more widely, which in turn broadens their reading experience and improves their comprehension skills.

Considering the explanation above, the effect of two factors on reading comprehension – reading strategies and academic self-concept was seen by conducting a research at semester III of English Department of STKIP Nias Selatan. CSR strategy for better comprehension developed by Klinger and Vaughn (1996, 1998) was tested, then, compared with discussion strategy by giving treatment to the students. In addition, the academic self-concept was the moderating variable since it had closed relation to Collaborative Strategic Reading (CSR) strategy. In CSR strategy, there is a strategy which activates background knowledge of the students about what they have already known about the topic, then, they can predict what the text will talk about. When the student is able to make prediction about the text, it means that he/she can decide whether the text is easy or not to be comprehended. Such way is called as academic self-concept – student's perception about his/her ability.

B. Identification of the Problem

Several research topics that might be conducted relating to the background of research problem. They are reading teaching strategy and the other factor that influences students' reading comprehension, namely academic self-concept.

Discussion has been implemented in teaching reading comprehension to the students. This strategy is not a new anymore for them, they are able to follow it. The students are grouped, then, asked them to discuss the answers of questions related to the text. In the group, the each student is expected to share their opinion to other group members. In the use of this strategy, only some students could participate, while others are passive.

In addition, a new reading strategy that has not been used in teaching reading comprehension to the students, namely Collaborative Strategic Reading (CSR) strategy. It was expected to be able to assist the students in comprehending reading text. Through applying this strategy, it was expected that the students are able to find important information and to make inference of a text. Besides, the use of CSR strategy helped the students to build up their academic self-concept on reading.

C. Limitation of the Problem

Related to the identification of the problem above, the problem of this research was limited on teaching strategy and the students' academic self-concept that influence their reading comprehension. The Collaborative Strategic Reading (CSR) was applied in teaching reading. It was treated to

students' reading comprehension at semester III of English Department of STKIP Nias Selatan.

D. Formulation of the Problem

The problem of this research was formulated as follow: “Do Collaborative Strategic Reading (CSR) and academic self-concept give significant effect on students' reading comprehension at semester III of English Department of STKIP Nias Selatan?”

E. Research Question

Based on the formulation mentioned above, the problems were elaborated into four research questions as follows:

1. Does Collaborative Strategic Reading (CSR) produce better reading comprehension of the students than discussion strategy at semester III of English Department of STKIP Nias Selatan?
2. Does Collaborative Strategic Reading (CSR) produce better reading comprehension of the students with high academic self-concept than discussion strategy at semester III of English Department of STKIP Nias Selatan?
3. Does Collaborative Strategic Reading (CSR) produce better reading comprehension of the students with low academic self-concept than discussion strategy at semester III of English Department of STKIP Nias Selatan?

4. Is there any interaction between the strategies and academic self-concept to students' reading comprehension at Semester III of English Department of STKIP Nias Selatan?

F. Purpose of the Research

Regarding the research question above, the purposes of this research are as follow:

1. To find out whether Collaborative Strategic Reading (CSR) produces better reading comprehension of the students than discussion strategy at semester III of English Department of STKIP Nias Selatan.
2. To find out whether Collaborative Strategic Reading (CSR) produce better reading comprehension of the students with high academic self-concept than discussion strategy at semester III of English Department of STKIP Nias Selatan.
3. To find out whether Collaborative Strategic Reading (CSR) produce better reading comprehension of the students with low academic self-concept than discussion strategy at semester III of English Department of STKIP Nias Selatan.
4. To find out whether there is interaction between the strategies and academic self-concept to students' reading comprehension at Semester III of English Department of STKIP Nias Selatan.

G. Significance of the Research

The result of this research is expected to give valuable contributions to teaching and learning process especially in reading comprehension. Theoretically, it is expected that the result of this research can be a source of

information about investigating the effect of CSR on the students' reading comprehension. In addition, it is expected that the result will be a source of information for readers and educators related to the effect of students' academic self-concept on their achievement in reading comprehension. Practically, CSR is expected to be a teacher's alternative strategy for teaching reading comprehension or improving students' comprehension of a text.

H. Definition of the Key Term

Some operational definitions are well organized below to avoid the misconception of readers in understanding the research topic:

1. Reading comprehension is the process of constructing meaning from text.
The process of comprehending involves decoding the words and using the background knowledge to construct an approximate understanding of the writer's message.
2. Collaborative Strategic Reading (CSR) is a reading comprehension strategy containing four comprehension strategies that applied before, during, and after reading in small cooperative groups.
3. Academic self-concept is the students' perception about their level of ability or competence on the reading text.
4. The effect is a change which is a result or consequences of an action or other cause.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the research findings and discussion, it can be concluded that Collaborative Strategic Reading (CSR) is an excellent strategy for teaching reading comprehension. The strategies covered in CSR assisted students of semester three of English Department of STKIP Nias Selatan to get involved in activities which are important to get better comprehension of a text than those are in discussion strategy class.

Furthermore, Collaborative Strategic Reading (CSR) maximizes the involvement of the students and improves their comprehension with high academic self-concept than those are in discussion strategy class. The CSR strategy made the students easier comprehending the concept of reading taught to them.

Moreover, Collaborative Strategic Reading (CSR) assists students with low academic self-concept to comprehend the reading text. The strategies in Collaborative Strategic Reading encouraged students to be involved in reading activities. Besides, it also helped students solve their problem in comprehending a reading text. Hence, the students' reading comprehension in CSR strategy class was better than those students in discussion strategy class.

Finally, academic self-concept randomly affects the students' reading comprehension. It happened because some students who had high academic self-concept had low reading comprehension scores and vice versa.

It means that there is no interaction between the strategies (Collaborative Strategic Reading and Discussion Strategy) and academic self-concept to students' reading comprehension.

B. Implication

This research offers some implications for teaching English in general especially teaching reading comprehension. Based on the conclusion, it is implied that CSR can be applied as alternative teaching strategy to teach reading comprehension. The strategies before, during and after reading in Collaborative Strategic Reading provide assistance to students to get better comprehension of a reading text. They trigger students to be more active in the process of reading.

It was found also that Collaborative Strategic Reading supported students with high and low academic self-concept to get better reading comprehension. It implies that no matter what level of academic self-concept students have, Collaborative Strategic Reading assists students to be active in reading activities so that they can improve their comprehension. In other words, Collaborative Strategic Reading can be implemented to teach reading comprehension for students with high and low academic self-concept.

C. Suggestion

Based on the findings and implication above, some suggestions are proposed in this research. It is suggested that the lecturer of STKIP Nias Selatan and other lecturers should apply the strategies in Collaborative

Strategic Reading to help students get better reading comprehension. It can help the students to take a role in teaching reading comprehension.

The moderating variable in this research is academic self-concept. It is suggested to other researchers to conduct a research on other moderating variables such as self-esteem, reading interest, participation, and so on. It is also suggested to other researchers to develop this research on larger population and samples in order to determine the extent to which the results can be generalized to other population and setting. In addition, it is suggested to other researchers to conduct a research related to students' reading comprehension in a long term of time to make the result of the research more reliable.

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